

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☒ Magnet ☐ Choice

Name of Principal: Ms. Mary Jo Anastasio, Ed.S.

Official School Name: Hilton Elementary School

School Mailing Address:
225 River Road
Newport News, VA 23601-4045

County: United States State School Code Number*: 1080

Telephone: (757) 591-4772 Fax: (757) 591-4382

Web site/URL: http://hilton.nn.k12.va.us/ E-mail: mj.anastasio@nn.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Ashby Kilgore

District Name: Newport News City Public Schools Tel: (757) 591-4500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Everette Hicks

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 26 | Elementary schools |
| 9 | Middle schools |
| | Junior high schools |
| 6 | High schools |
| 7 | Other |
| 48 | TOTAL |

2. District Per Pupil Expenditure: 10075

Average State Per Pupil Expenditure: 10584

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			0
K	20	22	42	8			0
1	25	41	66	9			0
2	30	43	73	10			0
3	34	35	69	11			0
4	31	36	67	12			0
5	27	39	66	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							383

6. Racial/ethnic composition of the school: % American Indian or Alaska Native
 3 % Asian
 29 % Black or African American
 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
 65 % White
 3 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 10 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1.	360
(5)	Total transferred students in row (3) divided by total students in row (4).	0.097
(6)	Amount in row (5) multiplied by 100.	9.722

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 88

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 31

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>9</u>	<u>5</u>
Total number	<u>40</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	97%	97%	97%	96%	97%
Teacher turnover rate	3%	3%	19%	7%	5%

Please provide all explanations below.

Teacher turnover rate for 2005-06 – Voluntary turnover due to military and job transfers.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Located in historic Hilton Village, Hilton Elementary School was established in 1919 as part of a planned community built for Newport News Shipyard workers during World War I. Hilton Elementary is located on the James River and has an excellent history of serving the community. For many years, Hilton served as a Traditional Alternative School emphasizing academics, discipline, and values. Our school motto, *Hilton, a Tradition of Excellence*, speaks of the school and community commitment to maintaining the tradition of excellence where high academic standards and distinction in citizenship are the norm. Most people who recall Hilton's early years remember the huge, iron liberty bell in front of the school that rang to announce the beginning and ending of the school day. It was lost for many years and was recently found during a community garage sale. In 2003, a bell tower was built to house the original bell which is now rung by students who achieve their reading goals.

Hilton Elementary is a magnet school whose population consists of students who apply and are accepted by way of the lottery process and students who live in the attendance zone. Hilton Elementary School is a unique and successful school worthy of the Blue Ribbon honor. As the only elementary Communications Arts Magnet in the city, Hilton emphasizes quality literature, writing, Spanish, community service and oratorical events such as public speaking, poetry recitation and student performances. There is also a strong emphasis on the integration of art, music, physical education and media studies within all content areas.

Hilton's mission is to educate and inspire all students ensuring that they master state standards and become effective communicators. Hilton stands out among elementary schools for its ability to help all students achieve high standards. Year after year, administrators ensure assessment results are used to help teachers provide better, more individualized instruction to our students. As a professional learning community, we collaborate, make data-driven decisions, plan using the 4-E instructional model (Engage/Hook, Explain/Model, Explore/Apply and Evaluate) and create student success plans which all contribute to our high performing program. These efforts have sustained our students' academic achievement as the school has continued to exceed state accreditation standards and AYP (adequate yearly progress).

Hilton students' academic achievement data in all subject areas speaks for itself as students have consistently exceeded state standards with scores in the 90th and 100th percentiles for the last three years. Furthermore, many students continue to achieve advanced Standards of Learning (SOL) scores with little disparity between subgroup populations. During the 2008 and 2009 school years, Hilton received the *Governors Award for Educational Excellence*. Hilton Elementary earned the award by meeting all state and federal achievement benchmarks and the governor's goals for achievement in elementary reading.

The school has a robust PTA with 100% participation over the past several years. Parent volunteers are actively involved in the instructional program, career day, performances and fundraising projects. Through many fundraisers, the PTA supports Hilton's endeavors by purchasing 21st Century technological resources and funding for programs such as the *Young Audiences Arts for Learning*.

Students are actively involved in the community showing the spirit of giving back, good citizenship and community kindness. Hilton has *The Giving Tree* which is displayed all year. Students voluntarily participate in monthly local or global service community projects such as, Children International, Orphan Helpers, Heifer International, Nothing but Nets, Peninsula Fine Arts Center, and United Way.

Hilton Elementary continues to be a safe, nurturing and orderly environment where positive relationships are established, children feel a sense of belonging and have the desire to learn and excel.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Commonwealth of Virginia developed Standards of Learning (SOL) tests to hold schools accountable for student learning and achievement as well as to determine accreditation for individual schools. When schools meet these goals they are designated as “fully accredited.” At the elementary school level, SOL tests are administered in the spring for students in grades 3-5 and are used to measure the academic achievement of students. These SOL tests are criterion-referenced achievement tests. Tests given include English/Reading, Writing (grade 5), Mathematics, Science, and Social Studies. State assessment results are reported on a scale of 0-600. Scores of 400-499 are reported as pass/proficient and scores of 500-600 are reported as pass/advanced.

During the past five years (2003-2008), Hilton Elementary has been fully accredited and has made Adequately Yearly Progress (AYP) as outlined in the No Child Left Behind (NCLB) Act. In fact, Hilton has well exceeded the minimum state accreditation ratings each year.

Third grade English scores increased from a 67% pass rate in 2003-2004 to 97% in 2007-2008. Most impressive is the increase in the percentage of students scoring in the advanced range (500-600). In 2003-2004, only 4% of the students scored over 500. In subsequent years, this percentage has risen between 62%-65%. Fourth grade English scores have shown a pass rate of 99%-100% for the past three years with no achievement gap. This test was not given prior to 2005-2006. Fifth grade English scores increased to a pass rate of 100% in 2007-2008. Students have been successful for the last five years, from 2003-2008, with scores ranging between 92% and 100%. Over time, there has been an increase in the percentage of students scoring above 500 (advanced) from 28% - 29% in the first three years to 59% in 2007-2008.

Math scores for both third and fifth grade levels have been impressive during the past five school terms. For grade three, the lowest pass rate of 91% was reported in 2003-2004 (base year) and currently (2007-2008) shows a pass rate of 100%. Similarly, for grade five, the lowest pass rate of 82% was reported in 2003-2004 and for the past two school terms, there has been a 100% pass rate. For grade four, where testing began in 2005-2006, the math pass rate improved from 91% to between 98%-100%. In all grade levels, the percentage of students scoring advanced rose dramatically. In grade three, 89% of students scored advanced in 2007-2008 from a low of 32% advanced in 2004-2005 and in grade four, the advanced rate more than doubled from 30% in 2005-2006 to 66% in 2007-2008. In grade five, the advanced rate rose from 15% in 2003-2004 to 85% in 2007-2008. In 2007-2008, third and fifth grade scored 100% in all subgroups.

A concern to educators everywhere is the gap in achievement between minority and non-minority students. Hilton Elementary School has narrowed this gap over the past five school years in the area of English. In 2003-2004, 50% of the African American students passed the grade three test as compared to 79% of the white students. By 2007-2008 school year, 91% of African American students and 100% of white students passed the test. At the fifth grade level in 2003-2004, 86% of African American students passed the Grade five English test, while 95% of white students passed the test. In 2007-2008, 100% of both African American and white students passed the test.

Hilton, a recipient of the 2008 and 2009 Governor’s Award of Educational Excellence, is well on its way to achieving the 100% pass rate goal as mandated in the NCLB Act.

Web site where information on the state assessment system may be found:

https://plpe.doe.virginia.gov/datareports/assess_test_result.do

2. Using Assessment Results:

Data drives instructional decisions at Hilton Elementary. Beginning each summer with the receipt of the SOL results, the administrators first disaggregate SOL data and then share it with all staff members by inviting them to a luncheon to discuss the results. During the first week of school, SOL staff development is initiated. At that time, the staff looks more thoroughly at the data. Thus, goals and action steps are set for the year.

Each quarter, students in grades two through five take benchmark assessments to gauge mastery of Standards of Learning taught in that nine week period. Both administrators and the reading specialist meet with individual classroom teachers every quarter to conduct diagnostic and instructional conferences. During this time, they use the data to plan remediation for students and note trends in data for the individual teacher and grade level. We use the data to determine what we need to do, carefully plan and implement our interventions and then monitor the results by student, teacher and grade.

Tier 1 intervention plans are created with the teacher, reading specialist, administrator and parent(s) to help individual students meet short term academic goals. Success plans are also written for individual students who need extra academic attention and/or additional reinforcement. These plans can also be in the areas of organization and behavior. Parent input is encouraged and always welcomed.

The dramatic increase in student performance between the 2003-2004 and 2004-2005 school year is related to data-driven decision making. Using the steps outlined above, the school refocused on reading comprehension for the 2004-2005 school year. Professional development, administrative “walk-throughs”, administrative weekly lesson plans review and data team meetings are examples of the strategies put in place to increase reading comprehension. The focus on comprehension has continued since that time and scores have continued to improve each year.

3. Communicating Assessment Results:

As a school with strong parental and community support, clear and timely communication of student performance is essential. Daily, teachers communicate through student agendas to record homework, special projects, test dates and important announcements. Each week, "Friday Folders" with student work, tests, quizzes and accelerated reading results are sent home for parental review and signature. Additionally, interims and report cards, phone calls, e-mail, *Parentlink* (school wide communication system), school newsletter (*The Hilton Herald*), classroom Web sites and conferences provide regular opportunities for communicating with parents and guardians.

Every opportunity is used to highlight student success. Each September, the entire school celebrates Hilton's accreditation and Adequate Yearly Progress (AYP) by way of an outdoor SOL celebration. Here students enjoy popsicles, play on the back lawn, listen to music and some even dance. Quarterly, Awards Ceremonies for grades three, four and five are held to emphasize excellence in academics, Accelerated Reading and citizenship. Music, power point presentations, formal invitations and choral performances all underscore Hilton's regard for student achievement. Students in grades K-2 have in-class student achievement/citizenship celebrations. All students who demonstrate excellence and good citizenship are honored, in hopes that every child, in every class is recognized. In grades 3-5, 197 students received recognition with 127 parents and community members attending the fall 2008 ceremonies.

Community members and school visitors have easy access to school achievement data as results are posted on a three-year trend data bulletin board in the main hallway and through a link on the school Web site.

Yearly, the SOL results are mailed to parents/guardians and reported in the local news media. School, division and state performance (including state accreditation and federal adequate yearly progress) are also reported on

the Annual School Report Card, <http://sbo.nn.k12.va.us/schools/reportcard/hilton.pdf>, which is issued for individual schools by the state of Virginia.

4. Sharing Success:

At every opportunity, Hilton staff members share their documented successes with other educators. Hilton staff has provided several district wide staff development sessions such as *Word Choice in Writing* and *Being an Effective Communicator in the 21st Century*. During these trainings, our teachers are afforded the opportunities to interact and share what works with colleagues across the district.

Newport News Public Schools (NNPS) allocates time for Lead Teachers to attend monthly meetings with content area supervisors. At these meetings, lead teachers welcome many opportunities to share their success as they disaggregate data and discuss best practice strategies. As one example, our lead science teacher's interactive notebook plans and strategies are online for all Newport News Public Schools' teachers to use.

Newport News Public Schools stresses the importance of collaboration among schools. The purpose is to improve knowledge, skills and judgment to make the improvements that will increase student performance. NNPS division provides opportunities such as "paired schools" relationships, think tank discussions and division wide conferences. Hilton teachers share their best practice strategies, observe instructional lessons and discuss improvement plans. Teachers also participate in "walkthroughs" where they dialogue with staff members and teachers within the division. Hilton has hosted reading specialists from other schools to observe successful use of graphic organizers in reading instruction.

Administrators and instructional leaders across the district have observed how our School Improvement Team and Content Vertical Data Teams operate to analyze data, improve instruction and monitor student achievement. In addition, Hilton has extended the opportunity for teachers from other schools to participate in team collaborative planning. Other teachers from within the division have observed both reading and writing instruction.

Hilton communicates and celebrates successful experiences by way of open houses, Friday Folders, Magnet Fair presentations, the Golden Book Award, morning news show, Hilton's Web page, classroom and school newsletters.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Newport News Public Schools' curriculum is aligned with The Virginia Standards of Learning (SOL). The Standards of Learning provide a framework of content to be mastered in each subject and grade level. The standards exemplify rigorous, high level competency expectations for all students in Virginia. In Newport News, curriculum is developed using the Understanding by Design framework developed by J. McTighe and G. Wiggins. Teams of teachers, administrators, and curriculum leaders analyzed the Standards of Learning to organize learning through essential questions and enduring understandings necessary for mastery of high-level content. Next, curriculum units are designed with engaging, rigorous lessons utilizing technology and research-based instructional practices. Curriculum units are accessed on the NNPS intranet and can be updated regularly as teachers provide feedback about lesson success and contribute additional lessons for everyone's use.

Teachers collaborate on a weekly basis during their two and one half hours common planning time. Through shared responsibility of planning, teachers ensure that pacing and focused instruction is maintained. Teachers also submit lesson plans to administrators, content leads and the reading specialist each week for feedback. The plans are reviewed to offer encouragement, suggestions and determine areas for future professional development.

Throughout the NNPS curriculum, Career Pathways instruction has been integrated to prepare students for career opportunities in a rapidly changing workplace. Special emphasis is placed on career awareness in the elementary grades. Readiness skills include speaking and listening, problem solving, work ethic, positive attitude, independence and initiative, self-presentation, attendance and teamwork. A yearly career fair, Dress for Success Day, monthly guidance lessons and specific content lessons are woven within the curricula.

The English curriculum aims to develop lifelong readers who flexibly utilize reading strategies to comprehend a variety of printed material and genres, read fluently, write to communicate ideas coherently and speak Standard English. The English curriculum is focused to explicitly teach children how to use comprehension strategies during a 90-minute reading block. Teachers from kindergarten through fifth grade center instruction on the same comprehension strategies. Continuity between grade levels assures that students hear similar language to explain the reading process. Therefore, learning how to comprehend text well is demystified for students. Writing instruction focuses on the POWER writing process (Prewriting, Organizing, Writing, Editing/Revising and rewriting).

In Spanish, students receive instruction using the latest teaching methods, including Total Physical Response Storytelling (TPRS). The TPRS method engages students of various learning styles as they listen to stories told in Spanish. The stories use students as actors and include many visuals.

The math content standards facilitate our students' appreciation for mathematics and other subjects, develop problem solving skills, help students communicate mathematically and extend reasoning skills. These goals are in alignment with the National Council of Teachers of Mathematics (NCTM) standards, Virginia Standards of Learning and Newport News Public Schools' curriculum.

The science curriculum focuses on scientific investigation, reasoning, logic, force, motion, energy, matter, life processes, living systems, earth/space systems and cycles. Students visit the Virginia Living Museum, conduct weekly hands on experiments, deliver oral presentations, complete projects and use interactive notebooks as components of the learning process.

The history and social studies curriculum is divided into the four main categories – history, geography, economics and civics. Students participate in local field trips, virtual field trips, projects, plays and viewing realistic audio/visual programs.

The music and art programs foster the development of students' communication skills and reinforce content areas through elaborate plays, songs, drama, poetry recitation, storytelling and art work. Art club students design sets for music programs and the daily morning news show. The Peninsula Fine Arts Center hosts Hilton's annual school wide art exhibit.

2a. (Elementary Schools) Reading:

Hilton's literature-based reading curriculum incorporates daily teacher modeling for explicit instruction of comprehension strategies. During modeling, followed by practice and application of skills and strategies in shared, guided and independent reading, students have multiple opportunities to interact with connected, meaningful texts.

NNPS' reading curriculum and adopted basal series, Harcourt *Trophies*, support Hilton's focus on the five pillars of reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension). *Creating Strategic Readers*, a book by Valerie Ellery, provides many strategies to teach the five pillars. *Trophies* includes the comprehension strategies (making connections, creating mental images, questioning, making inferences, determining importance, summarizing and synthesizing) introduced by Keene and Zimmerman in *Mosaic of Thought*. NNPS applies that theory for comprehension instruction by utilizing practical, pedagogical resources from Beth Estill. Her work has provided sample lessons, example texts and engaging activities for teaching the comprehension strategies. In addition to the skills and strategies in *Trophies*, comprehension strategy instruction is enhanced with strategy study units where students learn how one strategy is integrated with other skills and strategies across multiple genres.

Hilton's reading program extends well beyond the basal series as teachers incorporate content-related text to extend cross-curricular connections and strengthen students' schema for comprehending nonfiction genres. Additionally, students participate in robust independent reading supported by *Accelerated Reading* and a quality literature component. Students read many texts of their choice but also enjoy exemplary children's and classic literature books from multiple genres. *Earobics Literacy Launch*, *Raz-Kids.com* and *Passageways* non-fiction all supplement *Trophies*.

As teachers strive to engage students in challenging, timely instruction, ongoing assessment is essential. Quarterly benchmark testing, *Developmental Reading Assessment 2*, weekly Harcourt and teacher assessments, PALS (*Phonological Awareness Literacy Screening*), STARS (*Strategies to Achieve Reading Success*) and *Accelerated Reading* support classroom and intervention teachers as they constantly assess achievement and refocus differentiated, flexible small group instruction based on students' needs.

3. Additional Curriculum Area:

The mathematics curriculum promotes mastery and learning through implementation of the Virginia Standards of Learning. Aligning the Newport News Online Curriculum with our school's mission, weekly lessons ensure the mastery of the objectives included in the national standards. Curriculum standards spiral throughout the year and are revisited and reinforced in a variety of ways continuously. The standards are used to guide weekly lesson planning, project ideas and assessments.

Several techniques are used in the classroom to ensure differentiated instruction such as interactive notebooks, manipulatives, *Accelerated Math* and math interactive Web sites that also encourage the home school connection. The interactive notebook inspires students to use both their visual and linguistic intelligences while reinforcing key SOL vocabulary terms that enhance understanding. Students are encouraged to illustrate

examples which link the content learned on the information and unit pages of their interactive notebooks.

Cooperative learning strategies are consistently used daily in the classrooms. This type of interaction prepares students for the ways they will use math in the future and builds teamwork. These strategies have proven to be effective in building confidence in math because students have a support system and are willing to take risks and try new ideas.

An emphasis is placed on problem solving and activities that promote higher level thinking skills. Instruction on basic facts is important. In addition, these facts are reinforced through other strands such as geometry, measurement, probability, statistics, and algebraic thinking. To meet students' diverse needs, students are afforded the opportunity to work in small, flexible groups with the reading/ math enrichment teacher as well as SOL tutors. Before and after school tutoring is also available by classroom teachers for students who may need extra support. Additional resources such as *Accelerated Math* and *Pearson Success.net* are effective tools for remediation and acceleration of student learning.

4. Instructional Methods:

At Hilton Elementary, our delivery of data-driven instruction is designed for academic success, to address learning styles and ensure that all students meet the division, state and federal benchmarks. These goals for academic success are accomplished through ongoing assessments, weekly and quarterly. The practice of high level questioning, comparing and contrasting, summarizing, interactive notebooks and the use of graphic organizers are instructional tools used for maximizing learning potential.

Student intervention plans are written for students struggling in reading, writing, math, and work study as a roadmap for planning how to remediate, the amount of time needed for skill mastery and the assessment tool used to assess the learning. During the 90 minute integrated language arts block, teachers conduct daily guided reading and skill focus lessons. Using intervention plans, students are double-dosed, sometimes triple-dosed, in reading and/or math by the accelerated reading/math teacher, SOL tutors and resource teachers. Resources for struggling readers include the Harcourt Intervention series, Beverly Tyner's model of small group reading instruction (a differentiated model for beginning and struggling readers) and *Words Their Way* by Bear, Invernizzi, Templeton and Johnston.

All students work with the *Accelerated Reading* and *Accelerated Math* programs for remediation and enrichment based on their ability. Book studies, novel units and literature circles are other enrichment activities that are used to accelerate literacy development. Identified students who scored 550-600 (an advanced score) on the English and one other SOL subtest, meet weekly with the Talented and Gifted teacher for enrichment in the areas of science and math. Identified primary gifted students in kindergarten, first and second grades receive high-level, critical thinking, content-related activities, as well. The inclusion model and small group instruction are programs provided for special education students.

5. Professional Development:

Keeping abreast of the most current and relevant educational research is essential to Hilton's success. The faculty and staff receive multiple opportunities to participate in professional development throughout the year. Teachers new to the district are enrolled in the New Teacher Academy which provides opportunities for them to attend additional workshops and dialogue with each other. These workshops include classroom management, instructional design, best practices and subject specific workshops. Also, new teachers are mentored by a *Pathwise* Mentor, or "teacher coach," to enhance their understanding of planning, preparation, strategies and assessment activities.

At Hilton Elementary, the administrators and School Improvement Team assess data routinely and discuss ways to further meet the needs of our student population. The administrators and school improvement team offer

professional development to address needs identified by current student data. One ongoing focus has been in reading comprehension. For the past four years Hilton's faculty and staff have been trained on the recent comprehension strategies supported by the NNPS division. The reading specialist discusses and demonstrates new reading strategies and encourages teachers to utilize them in the classroom. When reading strategies are implemented they are shared by the faculty in the *Hilton Highlight* (our instructional, faculty newsletter), in grade level, faculty and professional development meetings.

Teachers at Hilton also have monthly Literacy Team Meetings. At these meetings, teachers read, discuss and reflect on professional articles and books, such as *Literacy Workstations* by Debbie Diller and *Creating Strategic Readers* by Valerie Ellery. Other ways that teachers promote their professional development is by attending division and out of district conferences and workshops. All professional development assists and impacts instructional understandings, decisions and practices.

6. School Leadership:

One of the key responsibilities of an effective leader is to create a positive culture. The leaders at Hilton communicate this daily in their actions and words. The home-school connections between parents, teachers and students create a warm, caring and nurturing environment. Parents, students and teachers voluntarily sign a contract (Hilton Pledge) which outlines program expectations. Administrators conduct Town Meetings to communicate rules, procedures and programs to our student body. Written communication (*Hilton Highlights*, *Hilton Herald*, classroom and PTA newsletters and school and teacher Web sites) are distributed to inform and remind students, teachers and parents of various events.

High expectations are the norm at Hilton. Administrators, lead teachers and the reading specialist establish clear expectations, monitor and adjust according to student achievement. Teachers collaborate in teams to plan and study student data that will lead to more effective instruction. The idea of shared leadership, collaboration and a common purpose create a highly effective organizational structure. Meaningful relationships are developed among administrators, teachers, staff, students, parents and the greater community. Helping all students move beyond the standards and improving reading comprehension has been our focus. Getting students to be proficient readers transcends to all content areas. Learning and being leaders of learners is important.

The principal has established literacy as the primary instructional focus for the school and mobilized resources to support this goal. Administrators garner funds to provide books, technology, professional development and other resources to teachers. The use of innovative strategies to effectively address the use of time, space and staffing is purposeful. The development of a shared vision, monitoring of student progress and the narrowing of achievement gaps are at the center of all decisions. Members of the PTA work in conjunction with the principal sharing the vision of our school which enhances student achievement by providing additional 21st Century equipment, cultural arts assemblies, field trips and family oriented activities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: SOL Grade 3 Math

Edition/Publication Year: 03-04/07-08 Publisher: Harcourt (03-04-06-07)/ Pearson 07-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Virginia Standards of Learning proficient score range 400-499	100	98	97	89	91
Virginia Standards of Learning advanced score range 500-600	89	74	62	32	42
Number of students tested	64	62	63	66	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Virginia Standards of Learning proficient score range 400-499	100	91	80	95	90
Virginia Standards of Learning advance score range 500-600	80	45	40	19	14
Number of students tested	10	11	10	21	21
2. Racial/Ethnic Group (specify subgroup): Black Subgroup					
Virginia Standards of Learning proficient score range	100	94	88	81	86
Virginia Standards of Learning advanced score range 500-600	77	50	38	19	21
Number of students tested	22	18	16	26	28
3. (specify subgroup): White Subgroup					
Virginia Standards of Learning proficient score range 400-499	100	100	100	95	96
Virginia Standards of Learning advanced score range 500-600	95	82	72	39	58
Number of students tested	40	39	46	38	38
4. (specify subgroup): N/A					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 3 Test: SOL Grade 3 English
Edition/Publication Year: 03-04/07-08 Publisher: Harcourt (03-04-06-07)/ Pearson 07-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Virginia Standards of Learning proficient score range 400-499	97	98	92	95	67
Virginia Standards of Learning advanced score range 500-600	62	50	65	15	4
Number of students tested	65	62	63	66	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Virginia Standards of Learning proficient score range 400-499	80	100	80	100	52
Virginia Standards of Learning advance score range 500-600	40	36	50	10	5
Number of students tested	10	11	10	21	21
2. Racial/Ethnic Group (specify subgroup): Black Subgroup					
Virginia Standards of Learning proficient score range	91	100	81	88	50
Virginia Standards of Learning advanced score range 500-600	32	28	50	8	4
Number of students tested	22	18	16	26	28
3. (specify subgroup): White Subgroup					
Virginia Standards of Learning proficient score range 400-499	100	97	96	100	79
Virginia Standards of Learning advanced score range 500-600	76	56	72	21	5
Number of students tested	41	39	46	38	38
4. (specify subgroup): N/A					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4

Test: SOL Grade 4 Math

Edition/Publication Year: 03-04/07-08 Publisher: Harcourt (03-04-06-07)/ Pearson 07-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
SCHOOL SCORES					
Virginia Standards of Learning proficient score range 400-499	98	100	91		
Virginia Standards of Learning advanced score range 500-600	66	52	30		
Number of students tested	65	60	67		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Virginia Standards of Learning proficient score range 400-499	94	100	90		
Virginia Standards of Learning advance score range 500-600	41	10	20		
Number of students tested	17	10	20		
2. Racial/Ethnic Group (specify subgroup): Black Subgroup					
Virginia Standards of Learning proficient score range	94	100	89		
Virginia Standards of Learning advanced score range 500-600	44	14	25		
Number of students tested	18	14	28		
3. (specify subgroup): White Subgroup					
Virginia Standards of Learning proficient score range 400-499	100	100	89		
Virginia Standards of Learning advanced score range 500-600	76	64	34		
Number of students tested	41	45	38		
4. (specify subgroup): N/A					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade four SOL testing began in the 2005-06 school year.

Subject: Reading Grade: 4 Test: SOL Grade 4 English: Reading
Edition/Publication Year: 03-04/07-08 Publisher: Harcourt (03-04-06-07)/ Pearson 07-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
SCHOOL SCORES					
Virginia Standards of Learning proficient score range 400-499	100	100	99		
Virginia Standards of Learning advanced score range 500-600	73	82	51		
Number of students tested	66	60	67		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Virginia Standards of Learning proficient score range 400-499	100	100	100		
Virginia Standards of Learning advance score range 500-600	39	70	40		
Number of students tested	18	10	20		
2. Racial/Ethnic Group (specify subgroup): Black Subgroup					
Virginia Standards of Learning proficient score range	100	100	100		
Virginia Standards of Learning advanced score range 500-600	53	64	54		
Number of students tested	19	14	28		
3. (specify subgroup): White Subgroup					
Virginia Standards of Learning proficient score range 400-499	100	100	97		
Virginia Standards of Learning advanced score range 500-600	83	89	47		
Number of students tested	41	45	38		
4. (specify subgroup): N/A					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade four SOL testing for English and Math began in the 2005-06 school year.

Subject: Mathematics

Grade: 5

Test: SOL Grade 5 Math

Edition/Publication Year: 03-04/07-08 Publisher: Harcourt (03-04-06-07)/ Pearson 07-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Virginia Standards of Learning proficient score range 400-499	100	100	93	93	82
Virginia Standards of Learning advanced score range 500-600	85	76	38	18	15
Number of students tested	66	62	60	68	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Virginia Standards of Learning proficient score range 400-499	100	100	88	85	71
Virginia Standards of Learning advance score range 500-600	58	61	38	4	13
Number of students tested	12	18	16	27	24
2. Racial/Ethnic Group (specify subgroup): Black Subgroup					
Virginia Standards of Learning proficient score range	100	100	83	92	72
Virginia Standards of Learning advanced score range 500-600	68	81	22	0	7
Number of students tested	19	27	18	26	29
3. (specify subgroup): White Subgroup					
Virginia Standards of Learning proficient score range 400-499	100	100	100	92	88
Virginia Standards of Learning advanced score range 500-600	93	70	48	31	23
Number of students tested	46	33	40	39	40
4. (specify subgroup): N/A					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: SOL Grade 5 English: Reading
Edition/Publication Year: 04-05/ 07-08 Publisher: Harcourt (03-04-06-07)/ Pearson 07-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Virginia Standards of Learning proficient score range 400-499	100	98	93	99	92
Virginia Standards of Learning advanced score range 500-600	59	40	28	28	29
Number of students tested	66	62	60	68	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Virginia Standards of Learning proficient score range 400-499	100	100	81	96	92
Virginia Standards of Learning advance score range 500-600	33	22	19	19	21
Number of students tested	12	18	16	27	24
2. Racial/Ethnic Group (specify subgroup): Black Subgroup					
Virginia Standards of Learning proficient score range	100	96	89	100	86
Virginia Standards of Learning advanced score range 500-600	47	37	11	27	17
Number of students tested	19	27	18	26	29
3. (specify subgroup): White Subgroup					
Virginia Standards of Learning proficient score range 400-499	100	100	95	97	95
Virginia Standards of Learning advanced score range 500-600	65	45	38	28	40
Number of students tested	46	33	40	39	40
4. (specify subgroup): N/A					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: